





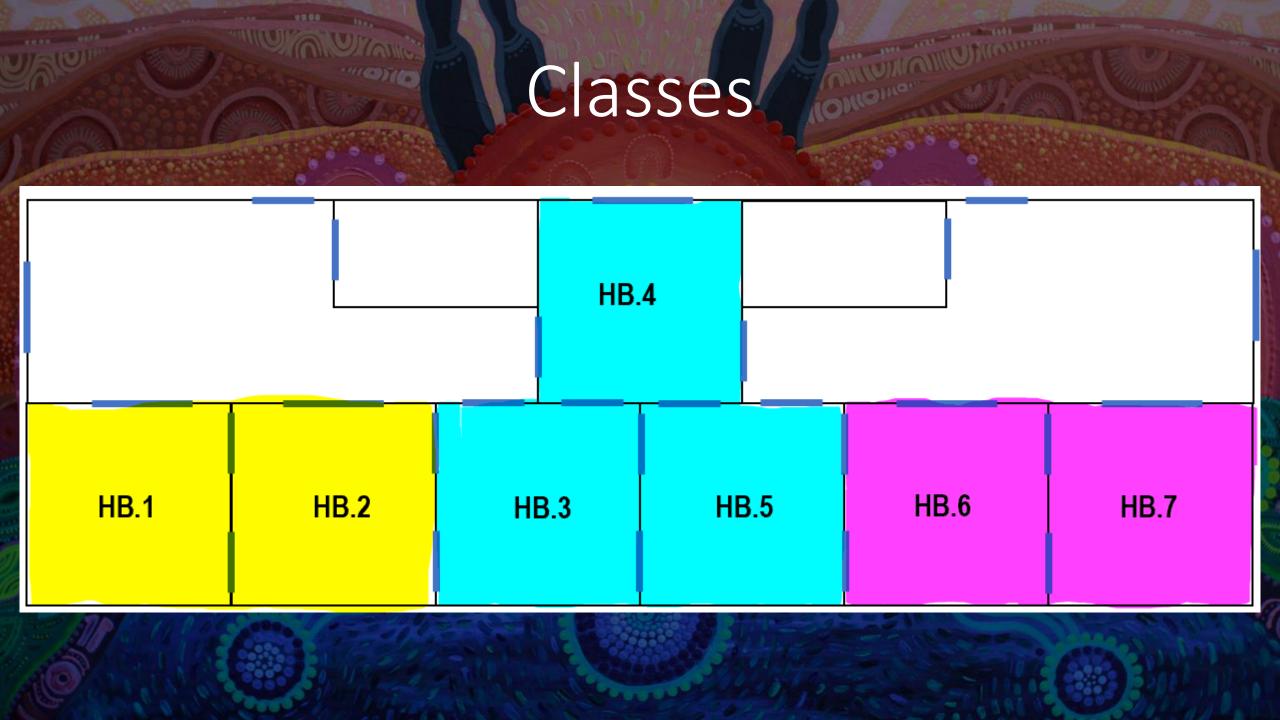


Kindergarten Orientation

Session 2 Outline

- FAQs With Mrs Bernard
- Play-Based Learning at JSPS With Mrs Bernard
- Numeracy and Literacy at JSPS with Mrs Willet and Mrs Camilleri
- School Communication Platforms with Ms Mitchell





Uniforms















Cowan and Lewis-

School Uniform

- Jordan Springs Public School



-Cowan and Lewis-

















School Uniform

Jordan Springs Public School







Boys Long Pants Charcoal Grey Polyester Viscose Elastic Waist Double Knee



Charcoal Grey Polyester Viscose Elastic Waist

-Cowan and Lewis-

-Cowan and Lewis-

Winter Uniform

Jordan Springs Public School





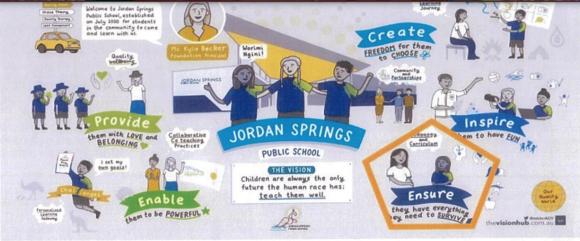




Sport Uniform

Jordan Springs Public School





2024 Kindergarten Student Requirements

Dear Parent/Caregivers,

Please support your child by bringing the following equipment at the beginning of the school year. Please ensure you label all personal belongings.

Grade	Resources
Kindergarten	2x packets baby wipes
	Paint shirt/smock for sensory play activities
	 1x personal headphone set with microphone (labelled with your child's name)
	4 x whiteboard markers
	2 x large Blu-Stick glue sticks
	Following is a list of items to be sent to school daily;
	1 x change of clothes including underwear.
	Lunch box
	Plastic drink bottle
	School Hat





PLAY-BASED LEARNING AT JSPS

What Play-based learning is:

- ✓ active, highly engaged learning
- ✓ intentionally planned
- ✓ responsive to students
- ✓ process-oriented rather than productdriven.

What Play-based learning isn't:

- 'free time'
- busy activities for early finishers
- separate from learning or 'work'
- highly structured or direct teaching

'Play-based learning capitalises on children's natural inclination to be curious, explore and learn. Children actively construct their own understandings that contribute to their own

learning.'







Play-Based Learning The environment

Literacy – primarily writing focused

Science

Technology

HSIE

Manipulation – small building

Construction – large building

Dramatic Play

Reading/Cosy space

Collage/Creating/CAPA

During the planning stages prior to the start of each term, consideration will be placed on what will be learnt to determine how these investigation centres will be set up.

Investigation Centres are set up across the POD and children are able to choose where they wish to engage in learning.

Students can move between homebases within their POD during play time.

Play-Based learning happens 2-3 times a week for an hour at a time.





LEARNING SPACES















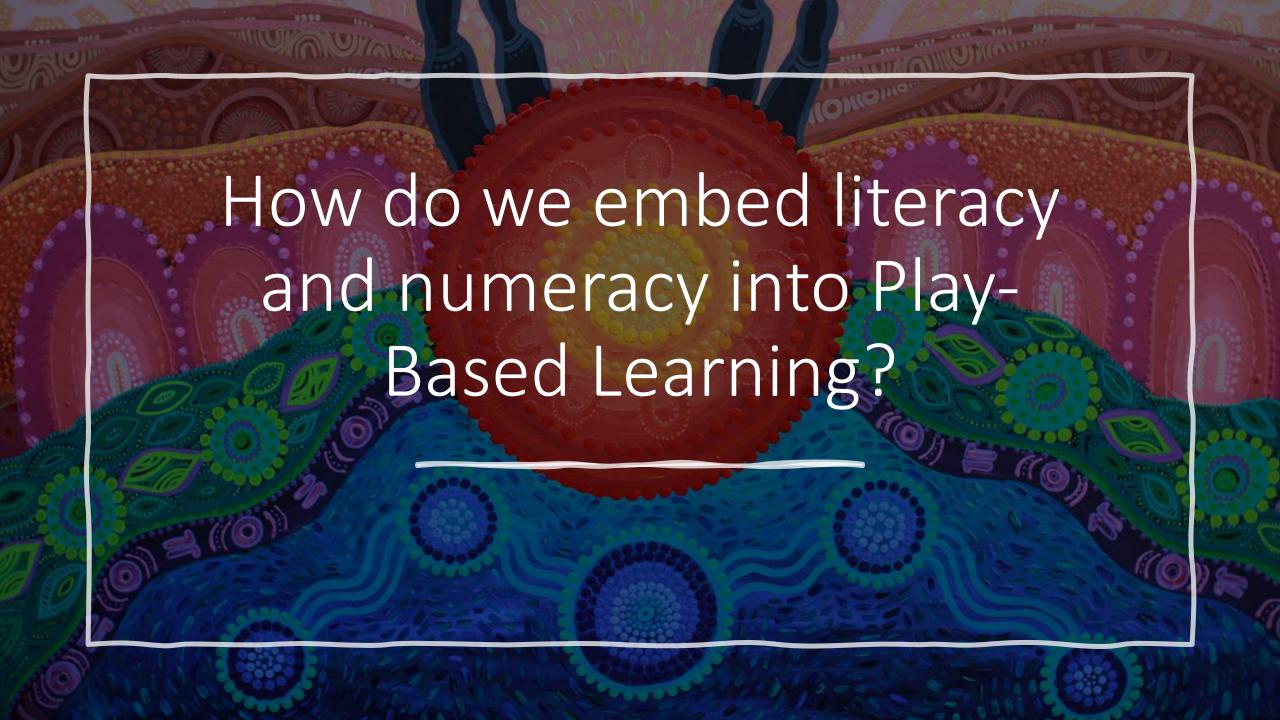












Numeracy Through Play

Numeracy is the capacity, confidence and disposition to use mathematics in daily life.

- Problem solving
- Spatial sense
- structure and pattern
- Number
- measurement
- data argumentation
- connections and exploring the world mathematically







Literacy Through Play

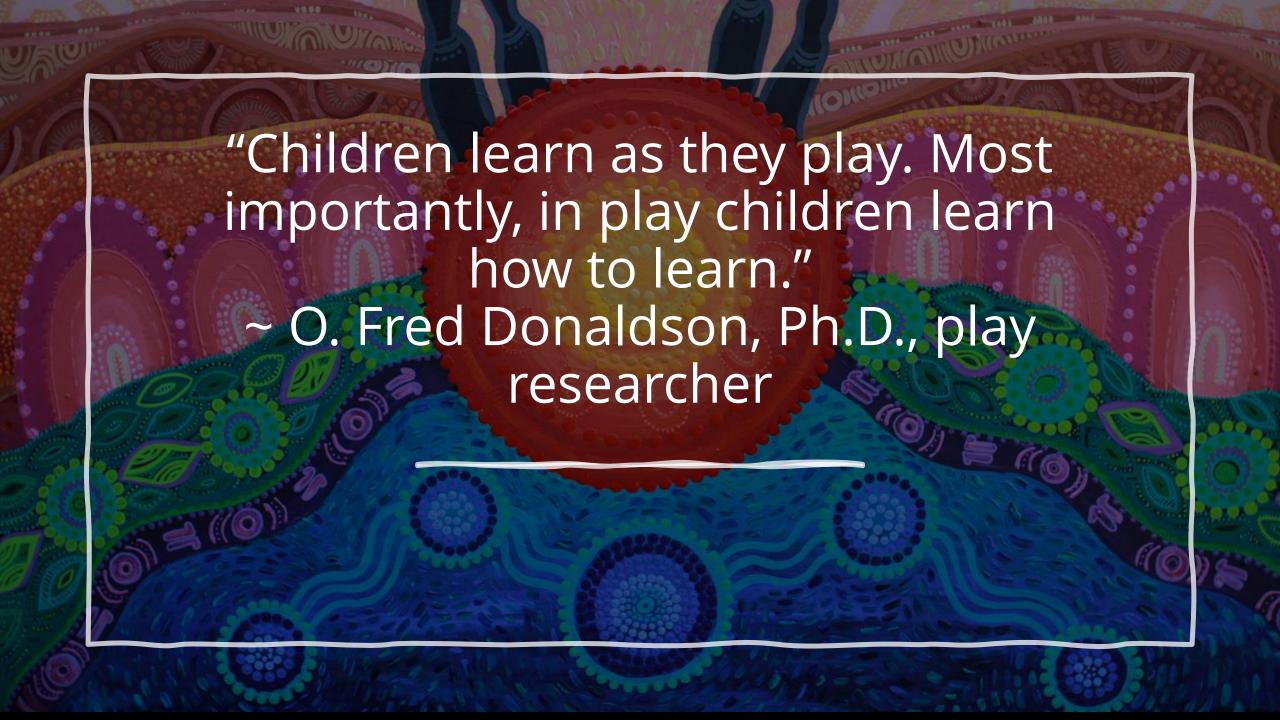
'Literacy is the capacity, confidence and disposition to use language in all its forms'.

A range of modes of communication

- Music
- Movement
- Dance
- Storytelling
- visual arts
- media and drama
- Talking
- Listening
- Viewing
- reading and writing







Numeracy and Literacy at Jordan Springs PS

Gretl Willett and Jade Camilleri – APs Curriculum and Instruction



NUMERACY

"We experience mathematics as something we invent for ourselves and when we experience it in a way that helps us articulate an understanding of the world."

Eddy Woo The beauty of mathematics | Teacher Talk with Eddie Woo – YouTube



Becoming a Mathematician

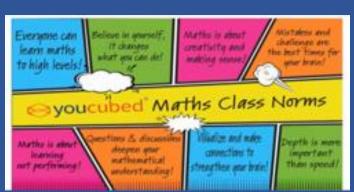
- See and explore patterns in the world around them
- Sort, classify and names shapes and objects
- Have number sense and understanding beyond just counting
- Able to subitise small collections and explore quantity
- Start to understand Number operations; adding, sharing, groups, halving etc.
- Taking risks, making mistakes, grit etc



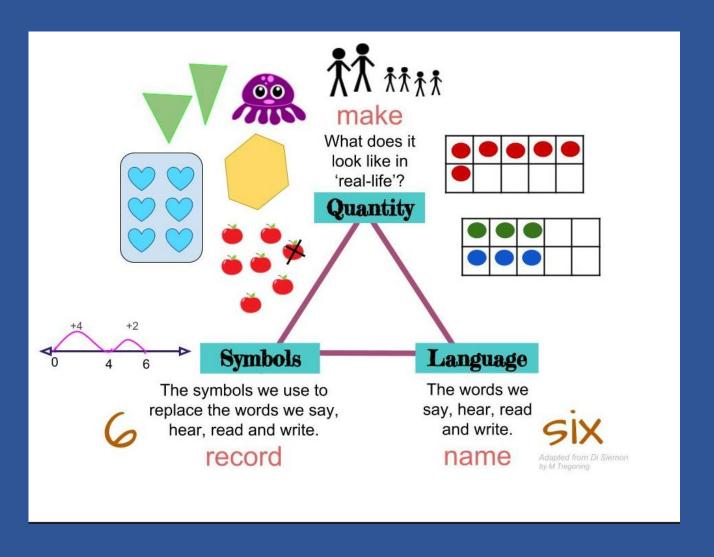
Beliefs about Mathematics

- All children learn maths at high levels when they believe in themselves.
- Believing in yourself can change what you are capable of.
- Depth is more important than speed. Learning is not performing.
- We value quality over quantity.
- Success is achieved when T & L is innovative and differentiated.
- Rich tasks and challenges are good for your brain.
- The brain is a muscle that need to get sweaty!
- Visualising and making connections can strengthen learning.
- Questioning and rich discussion deepens mathematical understanding.
- Contribution is vital for learning.

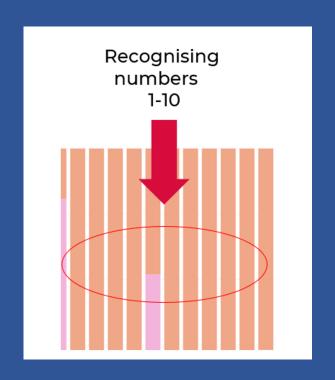


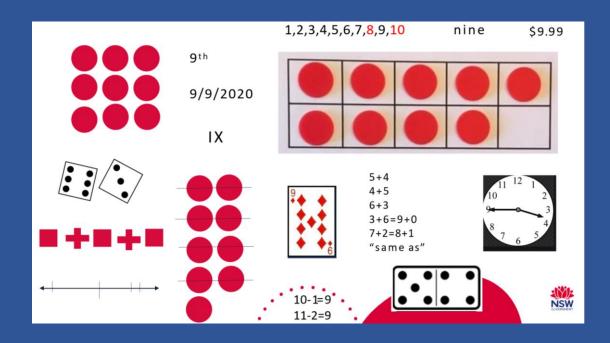


The Magic Triangle



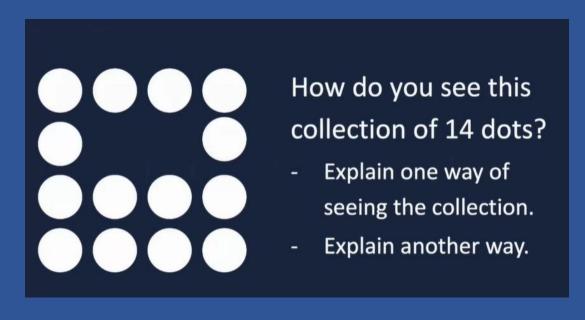
Data informed teaching & learning

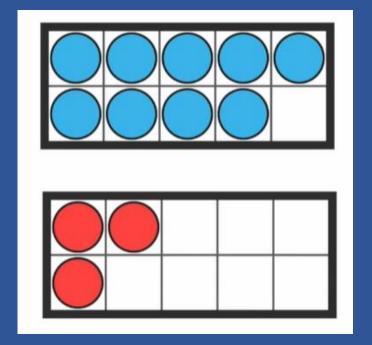




Number Talks

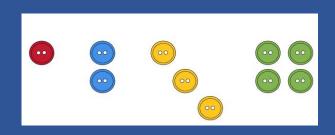
Deep thinking





Number talks are a teaching routines that helps us explore numbers

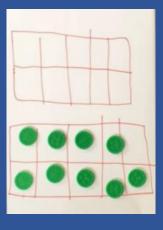
Building Number Sense













I Think ...

- -I think this picture was taken at an Amazon storage warehouse.
- -I think there are many more boxes behind the ones that I can see.
- -I think the boxes are probably pretty heavy.

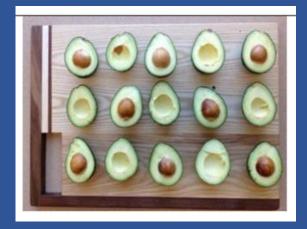
I Notice ...

- -I notice that most of the boxes are the same size (but some look smaller)
- -I notice that the boxes are made of recycled material.
- -I notice that the boxes are piled too high for a person to have stacked them that way, so a forklift must have been used

I Wonder ...

- -I wonder what is inside of the boxes (maybe sneakers?)
- -I wonder why the boxes are stacked liked that
- -I wonder if there is a limit to how high the boxes can be stacked (will they fall like Jenga blocks?)

Talk moves





Purpose	What might it sound like in the classroom?		
Walt time			
The state of the s	· "Take some time to think."		
Allows time for students to organise their thinking.	"Tim going to give you some time to their about your answer before I ask you to respond."		
Allows for more considered responses.	· "Be prepared to share your thinking with a partner."		
Turn and talk			
	· "Turn and talk to the person rest to you."		
	-"Share your thinking about"		
 Provides apportunities for students to share ideas and build confidence. 	- "How is your thinking similar or different?"		
 Students rehearse and clarify their responses 	· "What strategy did you use to!"		
before sharing with the whole group.	*The prepared to share your discussion with the group. I may ask you to share what your partner said as well as your own thinking."		
Revolving			
Useful for clarifying meaning.	-No contracting - Dathers that some 17		
 Used to highlight an important idea or reveal. 	"So you're saying Do I have that correct?"		
a misunderstanding.	 'Are you saying that _T' 'I think I could also explain your thinking by saying _ 		
 Assists students in linking everyday language with more precise and sophisticated language. 	Do I have that right?"		
Reasoning			
Encourages students to justify or eleborate their own thinking, providing evidence	• "Can you explain that further?"		
Exposes students to the thinking of others.	- "What evidence did you use?"		
expanding their own perspectives.	**Do-you agree or disagree with		
Useful for clarifying meaning.	**Can you convince that?"		
Adding on			
	· "Does anyone have something else to add?"		
 invites students to participate in the discussion by building on the ideas of others. 	- Tagme with because _"		
Pielps build substantive conversation and	-"I disagree with become _"		
promotes deeper reasoning.	"Can you say some more about that please?" What ebe do you?		
Repeating			
	·*Can you repeat or rephrase what said about?		
 Slows the pace of a lesson when concepts, are complex or deserve extra attention. Adds emphasis to important ideas. 	*"I think we should go back to whatsaid about It was important. Can you repeat whatsaid please?"		
	+"How could you summarise that discussion?"		
Revise your thinking			
· indicates to students that it is acceptable	"His aryone revised their thinking? Why?"		
to change thinking once new knowledge is understood.	 "Would anyone change their strategy/thinking now? Why?" 		
 Provides an opporturally to reflect on and review learning. 	"How has your thinking/understanding changed?" What was your latins' mament?"		
Primary English Teaching Ass	The literacy of mathematics, PETAA Paper, 208, octation Australia (PETAA), Sydney Pilese South Weles, Department of Education, 2017		

Numeracy – Language and concepts

Children need to communicate the following language

- Counting forward and backwards
- Combining and joining quantities
- Take away and difference, how many more?
- Stating whether a collection has more or less than another
- Numeral identification and ordering at of especially numbers 1-20
- Describes teen numbers as 10 and some more
- Understanding the relationship between digits in a numeral (place value) which then enables the numeral to be renamed in multiple ways.
- Dedication to the role of zero meaning no objects
- Halving and repeated halving as foundations of equal parts in fractions
- 2-Dimensional shape verse 3-Dimensional objects





How can you help?

Numeracy at home and about



Brain Research - Experiences

 Connections (neurons) are formed as the growing child experiences world

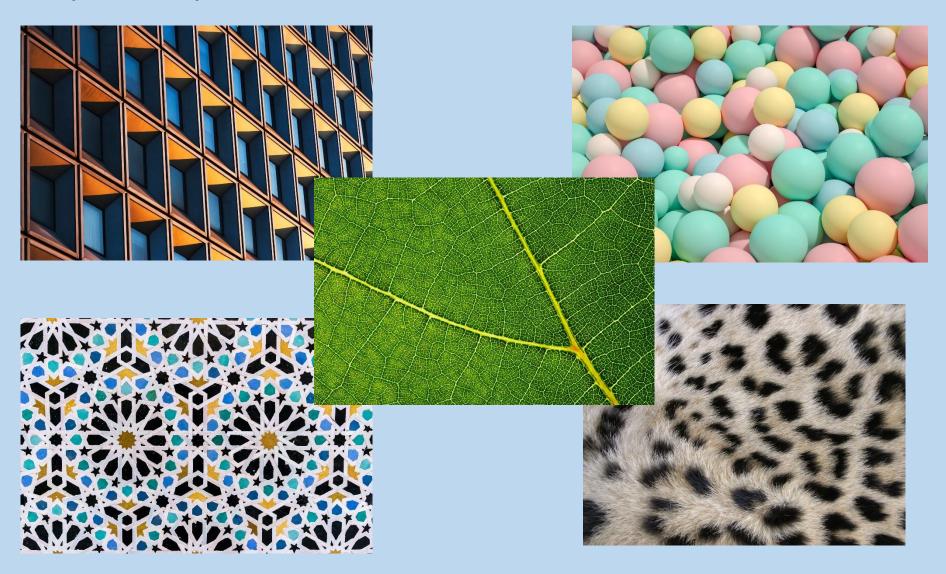


 The quality of experiences is important as language is acquired most easily during the first eight years of life. Like building a house, brains are built on strong foundation. Strong kindergarten practice and early learning is critical for success.

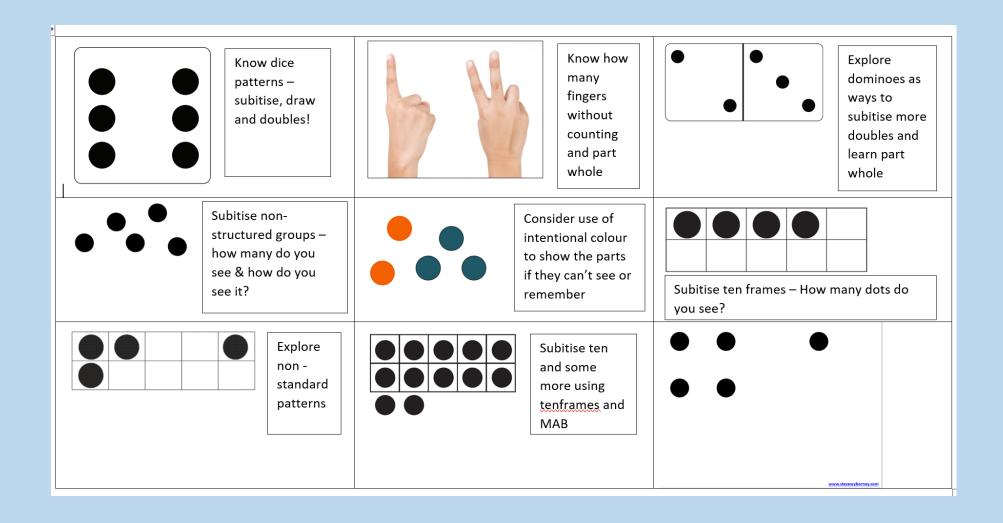


 Critical periods for brain development is over by the age of 6.

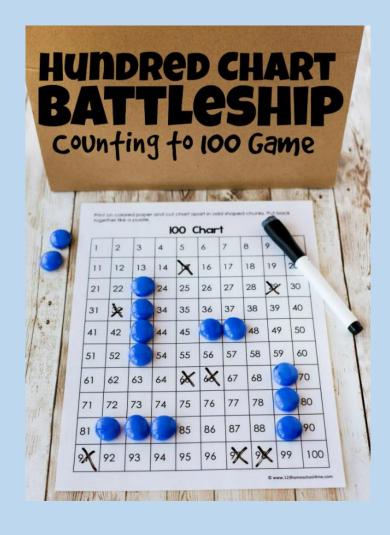
Explore patterns



Subitising



Games I can play





Hundreds Chart games



Games using dice or dominoes



Learn rhymes and jingles

Shapes and Objects



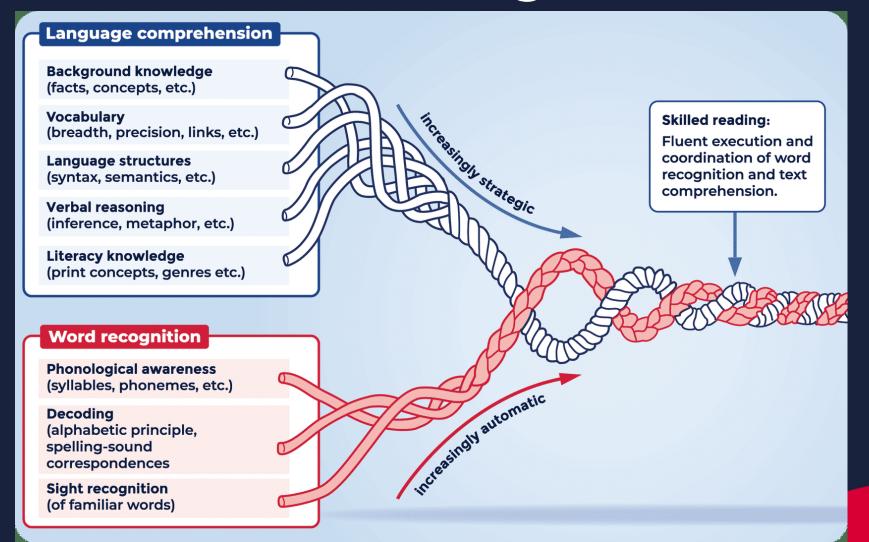
Literacy

"....we can foster a potent curiosity for words that makes learning infectious and inspiring, making children think harder than they may have thought possible about words."

Quigley, A. (2018) Closing the Vocabulary Gap

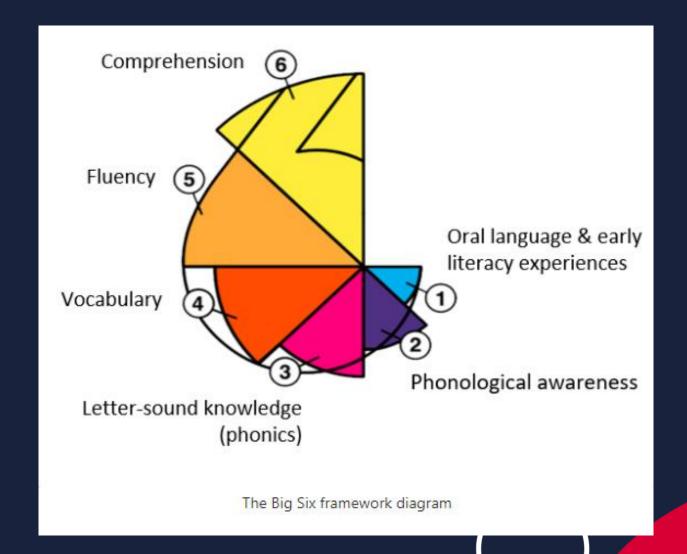


Science of Reading





The Big 6





Beliefs about literacy

- Teaching and learning should be accessible to students at all levels
- Miss-takes provide an opportunity to learn.
- All students are learners and can learn given the right support and resources.
- Students should be exposed to a broad range of high-quality texts.
- Repetition and consistency matter in building the necessary foundations for being literate.
- Explicit teaching of Phonics and Phonemic Awareness, taught in recommended order (rhyme, syllabification, onset and rime) is essential for success in effective reading.
- Decodables are the preferred texts for teaching segmenting and blending



Oral Language Development

Skills we develop



Listening for understanding – orientation, questions, instructions



Social interactions – taking turns, collaboration, structured and unstructured play.



Using correct grammar when interacting – phrases and simple sentences



Oral Narrative – Retelling stories, poems, songs and rhymes





Metalanguage

Children learn to use the following metalanguage

- Phonemes and digraphs
- Graphemes
- Syllables
- Segmenting
- Blending
- Decoding
- Encoding
- Vowels
- Consonants



Phonics Lessons

What we teach

- Matching graphemes to phonemes
- Most common phonemes for our 26 letters
- Learning 44 speech sounds in sequence
- Decoding VC and CVC words in reading
- Decodable texts
- Building words, Synthetic Phonics
- Blending and Segmenting VC and CVC words orally
- Encoding VC and CVC in spelling & writing
- Known basic code by end of year
- Some of advanced code: basic diagraphs: e.g ch, sh, th, ff, II, ss
- Suffixes: -ing, -s, -ed
- Teaching is explicit: I do, you do, we do





Literacy Groups

What we do







- Small guided reading sessions that focus on the reading needs of each student
- Target independent activities that are differentiated to provide students the opportunity to practise and apply their developing skills and knowledge
- Opportunities to engage with a wide variety of literature







How can you help?

Literacy at home and about



Rich conversations

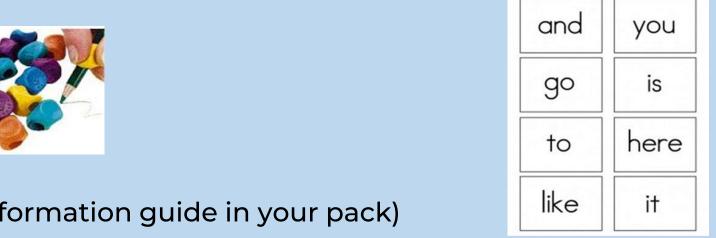
- Exposure to rhyme; songs, poems, jingles
- Encourage correct verbal communication
- Reword sentences into correct speech
- Around print in the environment
- Experiment with word play and build up vocabulary
- Aligned to experiences



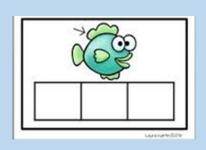


Writing

- **Correct Pencil grip**
- **Correct Letter formation**
- Prompt language to use: (see letter formation guide in your pack)
- Phonological awareness skills: such as rhyme
- Fine motor activities
- Hearing and recording sounds
- Noticing position of the mouth
- Syllabification of words
- Sight words
- Sentence structure
- Punctuation
- Learning to write their name using Foundation Font



Š		Ø.	b	C	Ø	E
Jordan Springs Public School Letter formation guide		Around up down	Down up around	Around	Around up down	Around around
		h			2	T T T T T T T T T T
Around down lift cross	Around up down around	Down up around down	Down lift dot	Down around lift dot	Down up around down	Down
m	M	0		G.	P	S
Down up around down up around down	Down up around down	Around	Down up around	Around up down around	Down up around	Around around
	U	<u>U</u>	W	X		A
Down lift cross	Down around up down	Down up	Down around up down around up	Down lift up	Down around up down around	Cross down cross



Enjoy reading together



- Discuss the story characters, events, settings
- Take notice of and discuss the features of print, such as the direction
- Ask questions about the story and make predications on what could happen next
- Read a wide variety of texts



Community Charter



School Community Charter



Collaborative, Respectful, Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with respect

What our schools provide

NSW public schools work to create positive environments for students. staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

prioritise the wellbeing of all students and staff

> behaviour is not acceptable in our schools

We work together with the school

O NSW Department of Education

Ensuring respectful learning environments for all members of NSW Public Schools communities.

collaborative learning environments

all play our part

We work in partnership to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming

Our guide for parents, carers and students provides useful information about the

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- · Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- · Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- · Treating members of the school community differently due to aspects such as their religion or disability.
- · Inappropriate and time wasting communication.















UNTIL NEXT TIME....

Session 3 –Wednesday 15th November

Session 3 Outline

- Best Start Information
- Day 1 at JSPS
- School Counsellor Supporting students with anxiety
- Support Unit AP Supporting students with onsite therapy

Scan here to fill out our question form.

